

CASAS New Series Aligned to College and Career Readiness (CCRS) & English Language Proficiency Standards (ELPS): Focus on Instruction

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AGENDA



- Overview of New Series
- Alignment to ELP Standards and CASAS Competencies
- Alignment to College and Career Readiness Standards
- Sample Test Items
- CASAS Website Resources
- Reflection/Questions


GOALS 2:

An updated math assessment for ABE and ASE Learners

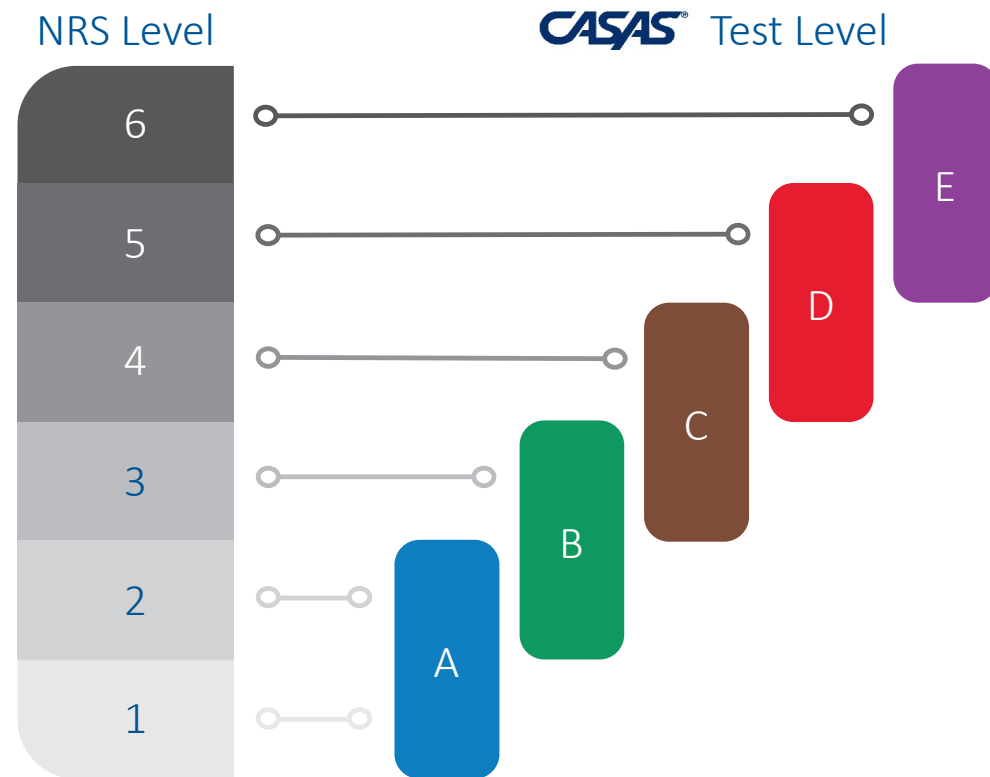


Greater Opportunities for Adult Learning Success

ABE Math Assessments - NRS Approved

Math 	Math 
NRS-approved through June 30, 2024	Ready for use! NRS-approved through 2030

Levels Breakdown



Math GOALS 2 Test Specifics

Correlates to the [College and Career Readiness Standards](#) and to the [CASAS Competencies](#).

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	919M	28	30 minutes	
Locator	920M	14	15 minutes	
A	Forms 921M - 922M	33	50 minutes	171 - 203
B	Forms 923M - 924M	36	65 minutes	193 - 213
C	Forms 925M - 926M	36	75 minutes	204 - 224
D	Forms 927M - 928M	36	75 minutes	214 - 235
E	Forms 929M - 930M	36	90 minutes	225 - 255

Math GOALS 2 FAQs

What if I pre-tested my students with Math GOALS? Can I post-test with GOALS 2?

No; pre-and post testing must always occur within the same series for test reliability.

What does an asterisk (*) score mean?

This means that the student scored at the inaccurate range. It can't be reported to NRS, and the student should be tested in the next lower test form.

What if they get an asterisk score on Level A?

Place them in a low-level class for up to 12 hours of instruction before retesting.

What about a diamond (◆) scores?

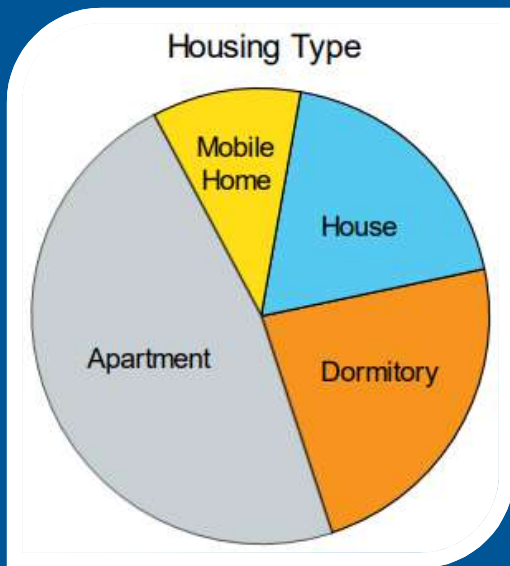
Conservative estimate scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

Are calculators allowed? How about scrap paper?

Yes, throughout the whole test! On-screen calculator, OR a scientific calculator provided by agency. Scrap paper is to be provided by the agency. Proctors, remember to collect it after testing!

Content Standard Areas for Math GOALS 2

Content Area and CCRS Content Descriptions	CCRS Abbreviation
Number Sense and Operations Number and Operations: Base Ten Number and Operations: Fractions Number System Ratios and Proportional Relationships Number and Quantity: The Real Number System	NBT NOF NS RPR RN
Algebraic Thinking Operations and Algebraic Thinking Expressions and Equations Functions Algebra: Arithmetic and Polynomials and Rational Exponents Algebra: Reasoning with Equations and Inequalities Algebra: Creating Equations Functions: Interpreting Functions Functions: Linear, Quadratic, and Exponential Models	OA EE F A.APR A.REI A.CED F.IF F.LE
Geometry and Measurement Geometry Measurement and Data Geometry: Congruence Geometry: Similarity, Right Triangles, and Trigonometry Geometry: Geometric Measurement and Dimension Geometry: Modeling with Geometry	G MD G.CO G.SRT G.GMD G.MG
Data Analysis, Statistics, and Probability Measurement and Data Statistics and Probability Statistics and Probability: Interpreting Categorical and Quantitative Data	MD SP S.ID

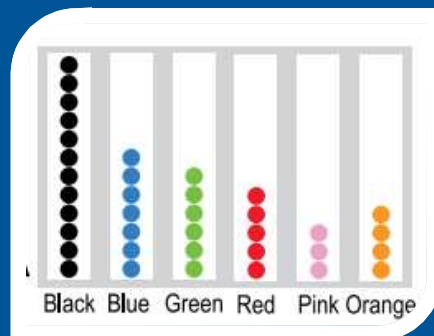
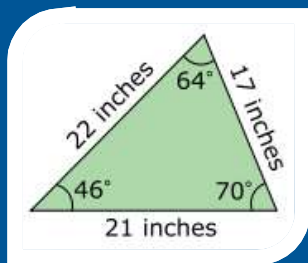


$$(2x^3 + x^2 + 4x - 6) + (2x^2 + 3x + 3) =$$

Content Standard Areas for Math GOALS 2

TASK AREAS:

- 0 – General
- 1 – Forms
- 2 – Charts, Tables, Graphs
- 3 – Texts, emails, articles, narratives
- 4 – Signs, ads, and labels
- 5 – Diagrams and measurement scales





TOPSpro Enterprise Reports



Reports Frequently-Used **TOPSpro** Reports

Score Reports

- Personal Score Report
- Next Assigned Test
- Test History
 - Student Test Summary
 - Test Score Overview
- Learning Gains

Skill Reports

- **Indiv. Skills Profile**
- Content Standard
- Competency Performance
- Task Area



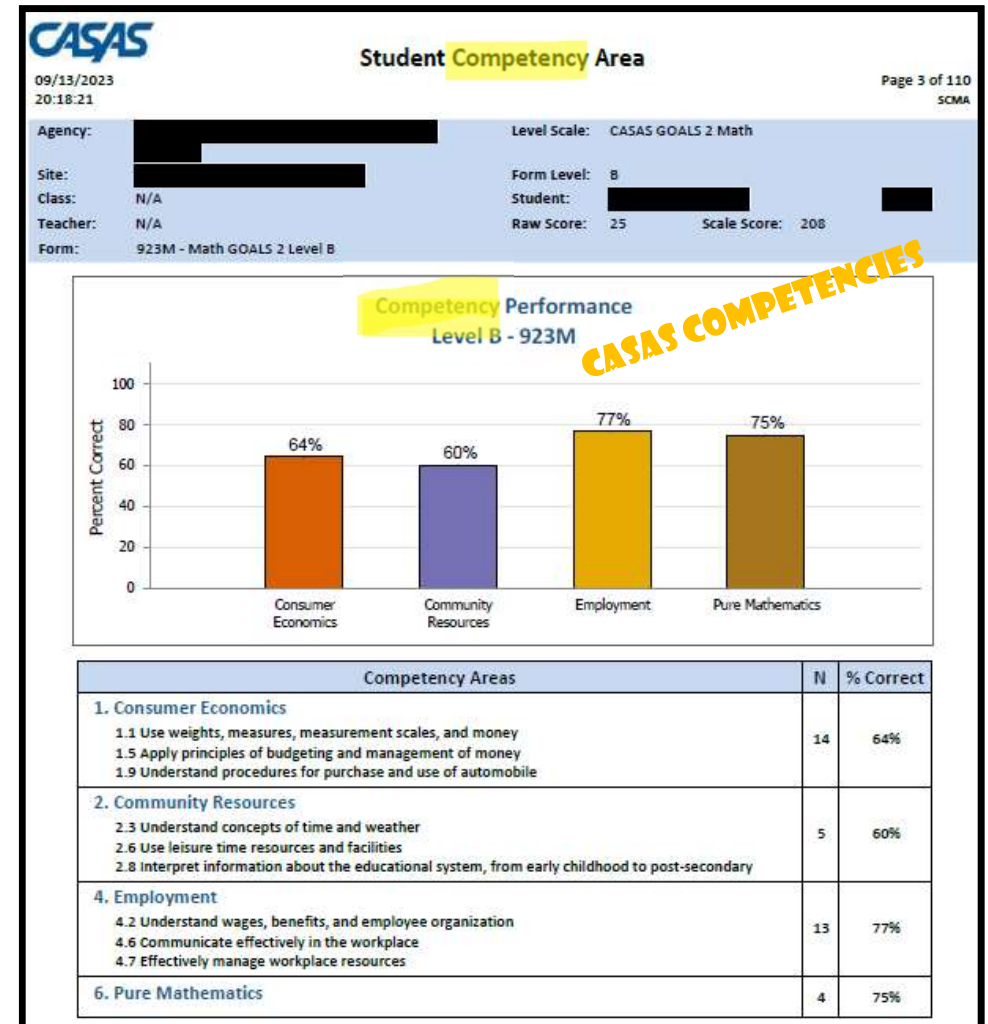
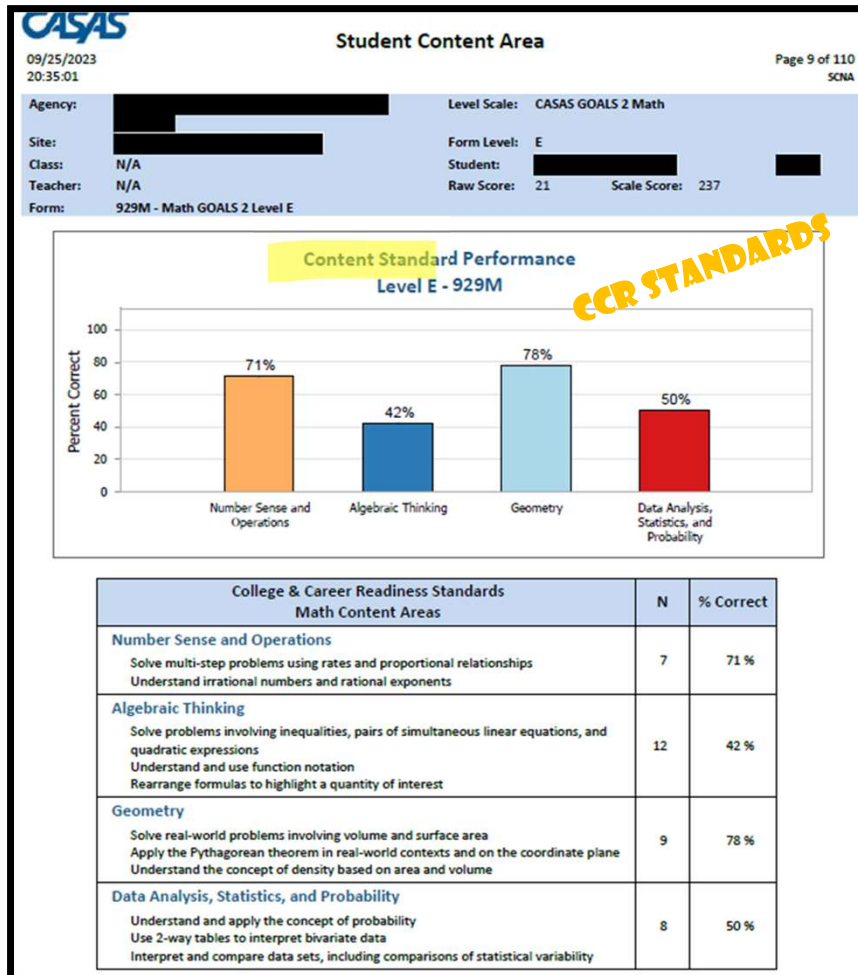
CASAS Teacher Portal

Luke Philley
Tech Support Specialist

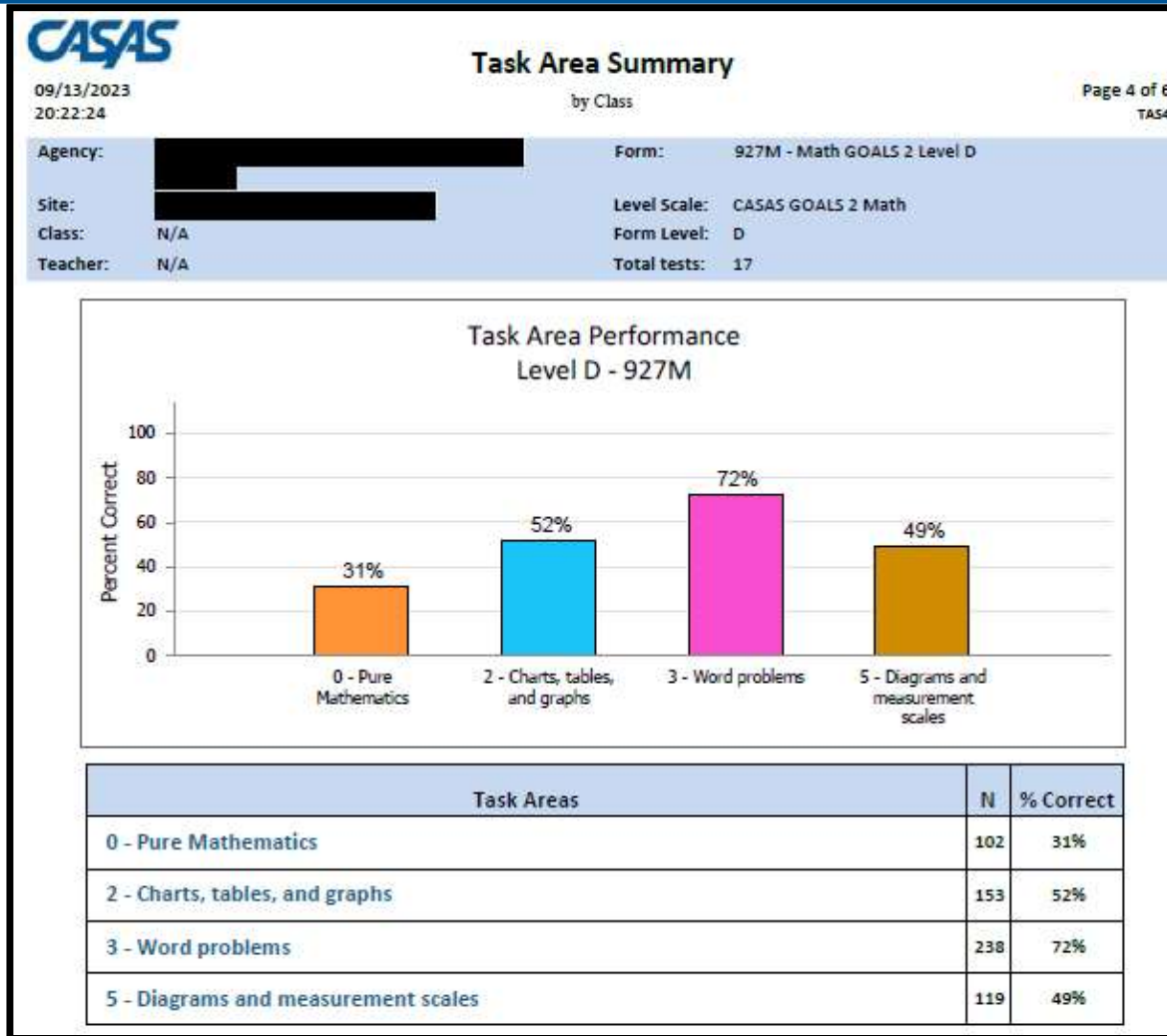


Using Reports to Inform Instruction

Sample Math GOALS 2 Student Reports



CASAS Math GOALS 2 Task Area Summary Report



- ❑ By Class- 17 students took the Level D Assessment
- ❑ Indicates how the question was presented
- ❑ The “N” indicates how many questions of that Task type in all 17 tests combined.

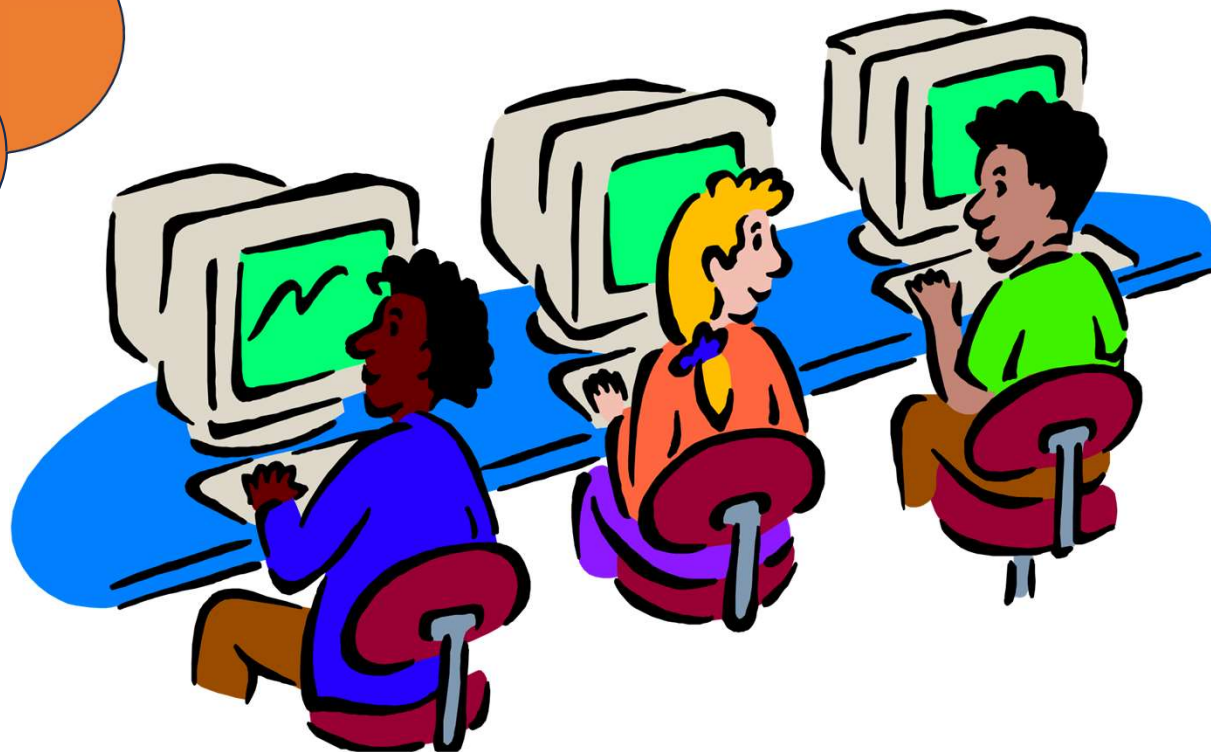
So How Should Programs Use These Reports?



She said I have to take a math test. I'm really nervous!

Welcome, Jose!
We need to find out where your strengths are, and what areas we can help you improve. Come with me to the computer lab.

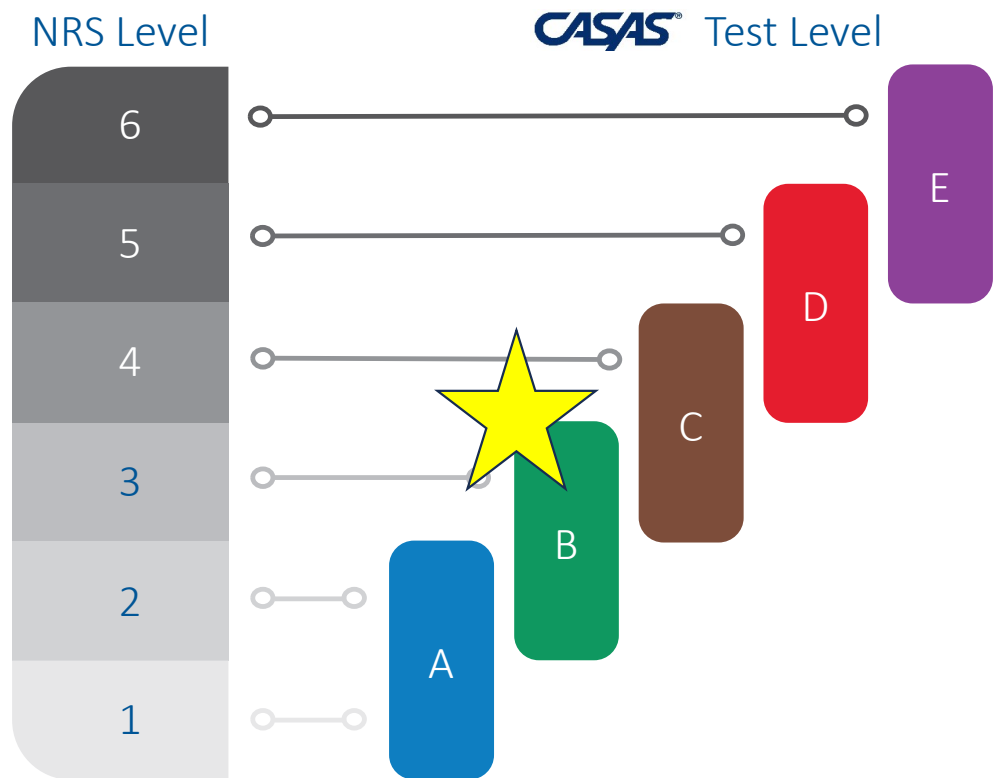
Jose wants to get his
GED, so we need to
pre-test him with
Math GOALS 2.
He's a new student,
so Locator first!

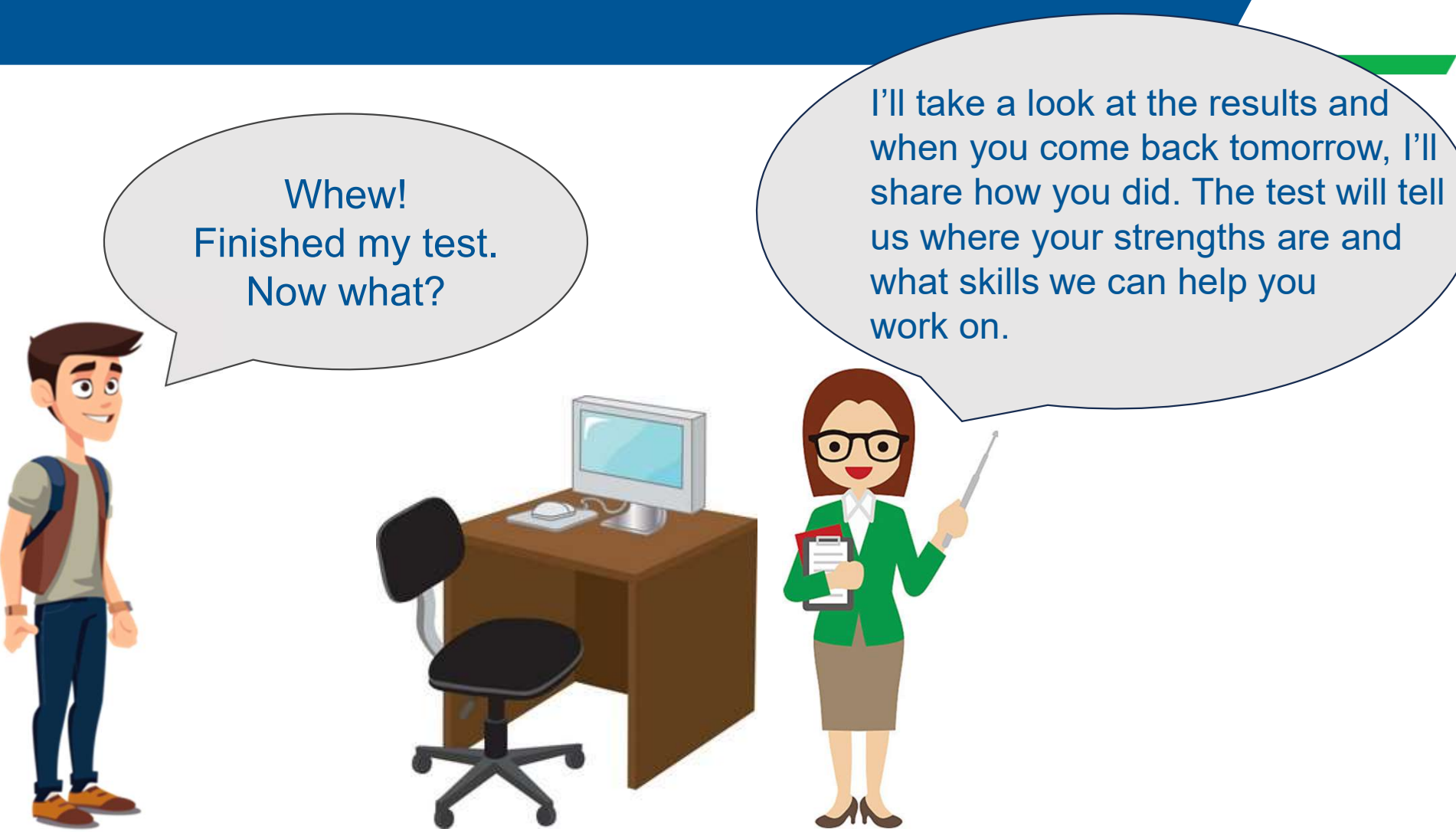


The Locator placed him into a Level B test.



Levels Breakdown





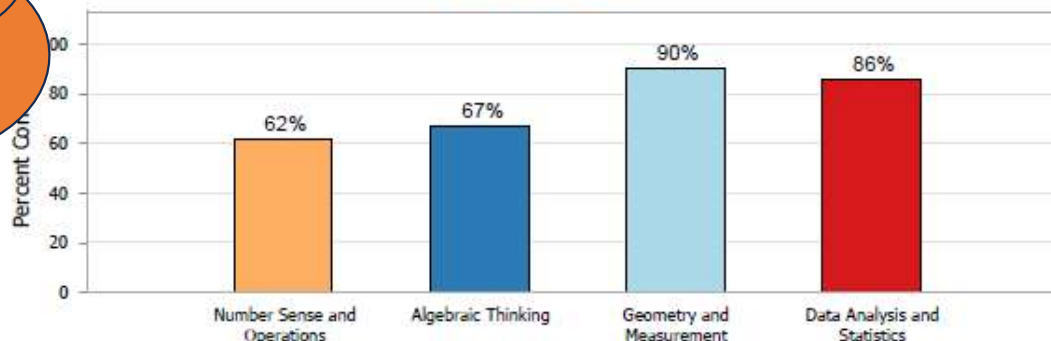
Whew!
Finished my test.
Now what?

I'll take a look at the results and when you come back tomorrow, I'll share how you did. The test will tell us where your strengths are and what skills we can help you work on.

Oh boy... this looks different! How do I read this report? What does it mean for Jose's instruction?

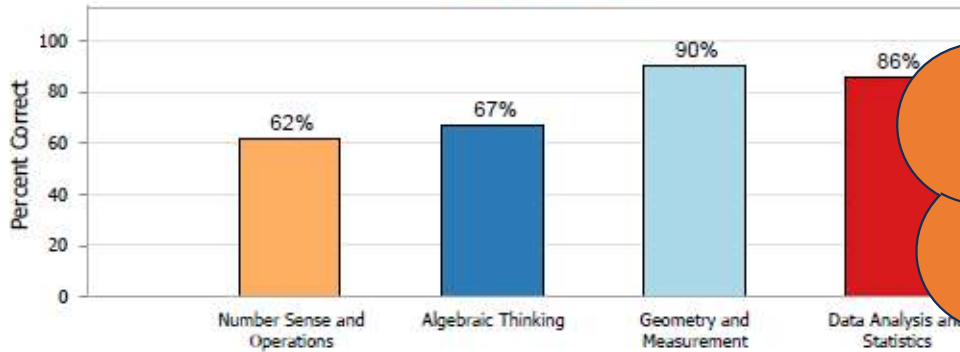


Content Standard Performance
Level B - 923M



College & Career Readiness Standards Math Content Areas	N	% Correct
Number Sense and Operations Understand place value for whole numbers and decimals Compute using the four operations Perform operations with whole numbers, decimals, and fractions	13	62 %
Algebraic Thinking Apply properties of the four operations Use a symbol to represent variables, and solve simple one-variable equations	6	67 %
Geometry and Measurement Solve perimeter and area problems Measure with non-standard and metric units, and convert within a given measurement system Solve measurement word problems, including with time and volumes	10	90 %
Data Analysis and Statistics Interpret simple data sets, bar graphs, line graphs, and histograms Solve one- and two-step problems using bar graphs Understand statistical variability concepts like center and spread	7	86 %

Content Standard Performance
Level B - 923M



Jose did well with “Details,” but it looks like the other Content Areas could use some extra reinforcement. So how do I help him?



College & Career Readiness Standards Math Content Areas	N	% Correct
Number Sense and Operations Understand place value for whole numbers and decimals Compute using the four operations Perform operations with whole numbers, decimals, and fractions	13	62 %
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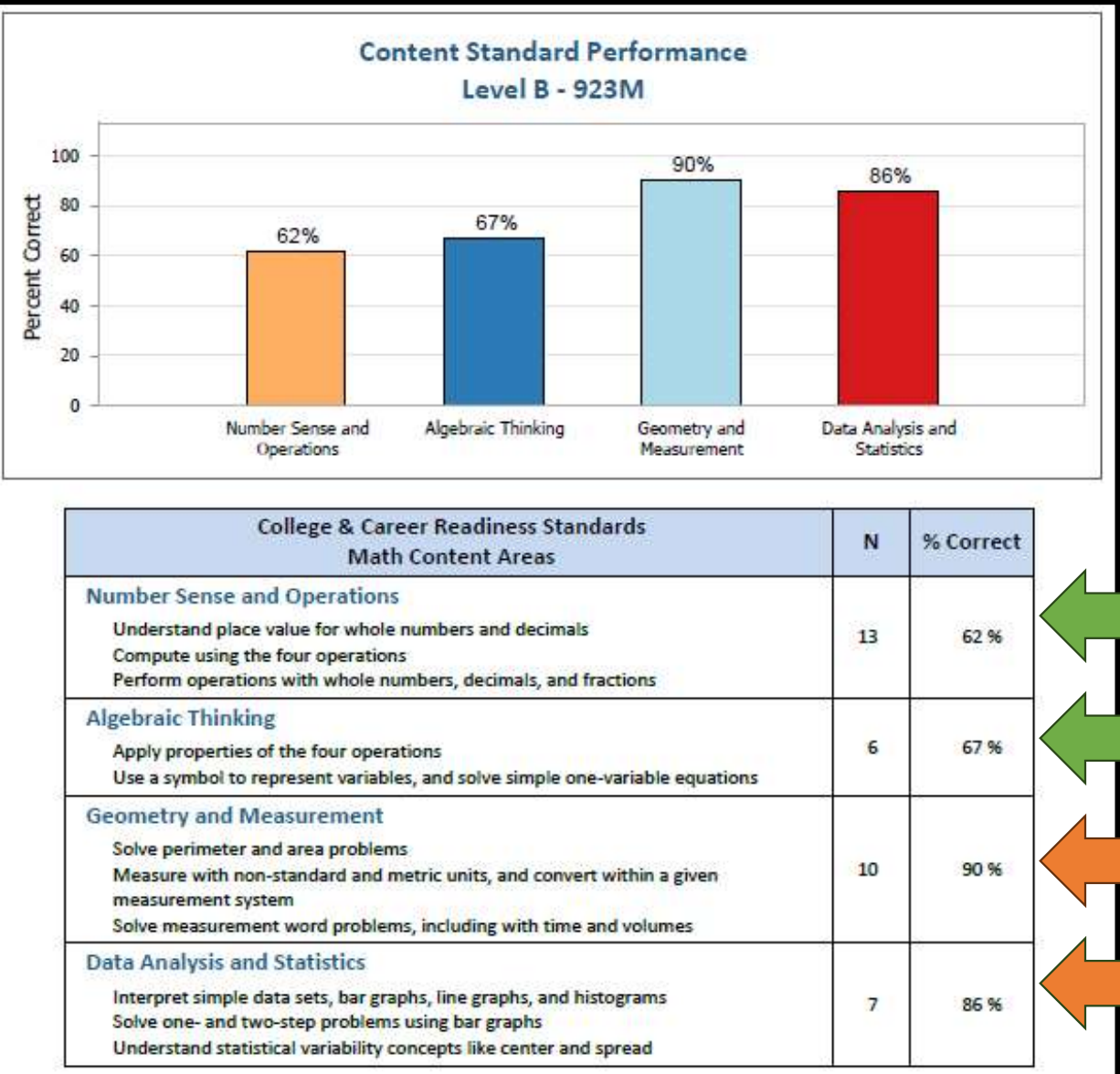
GREAT QUESTION!

Use the report to help you decide:

1. What content/skill areas to **REVIEW** *at the student's level.*
2. What content/skill areas to **GO UP** a level during instruction.

CASAS recommends having a student continue to review at their level if the % correct is **70% or below**

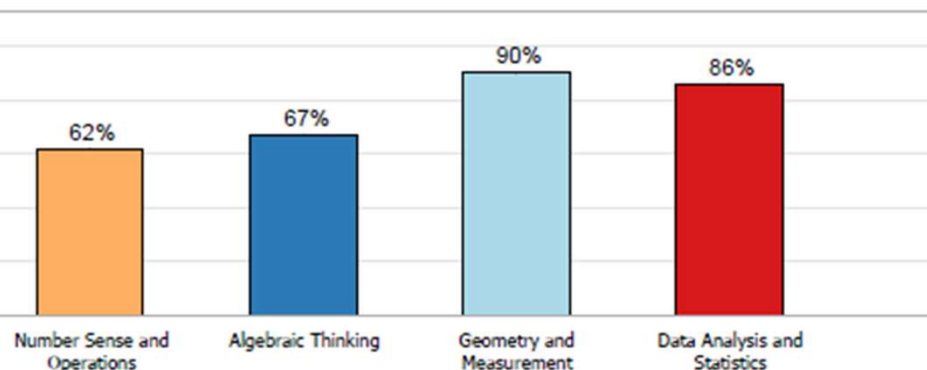
Remember:
Red = Review at level
Green = Go Up a level
during instruction



OK. So, we'll keep reviewing Algebraic Thinking and Number Sense and Operations at NRS Levels 2 and 3, but let's start working on Geometry and Measurement and Data Analysis and stats at NRS 4.



Content Standard Performance
Level B - 923M



College & Career Readiness Standards Math Content Areas	N	% Correct
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Data Analysis and Statistics Interpret simple data sets, bar graphs, line graphs, and histograms Solve one- and two-step problems using bar graphs Understand statistical variability concepts like center and spread	7	86 %





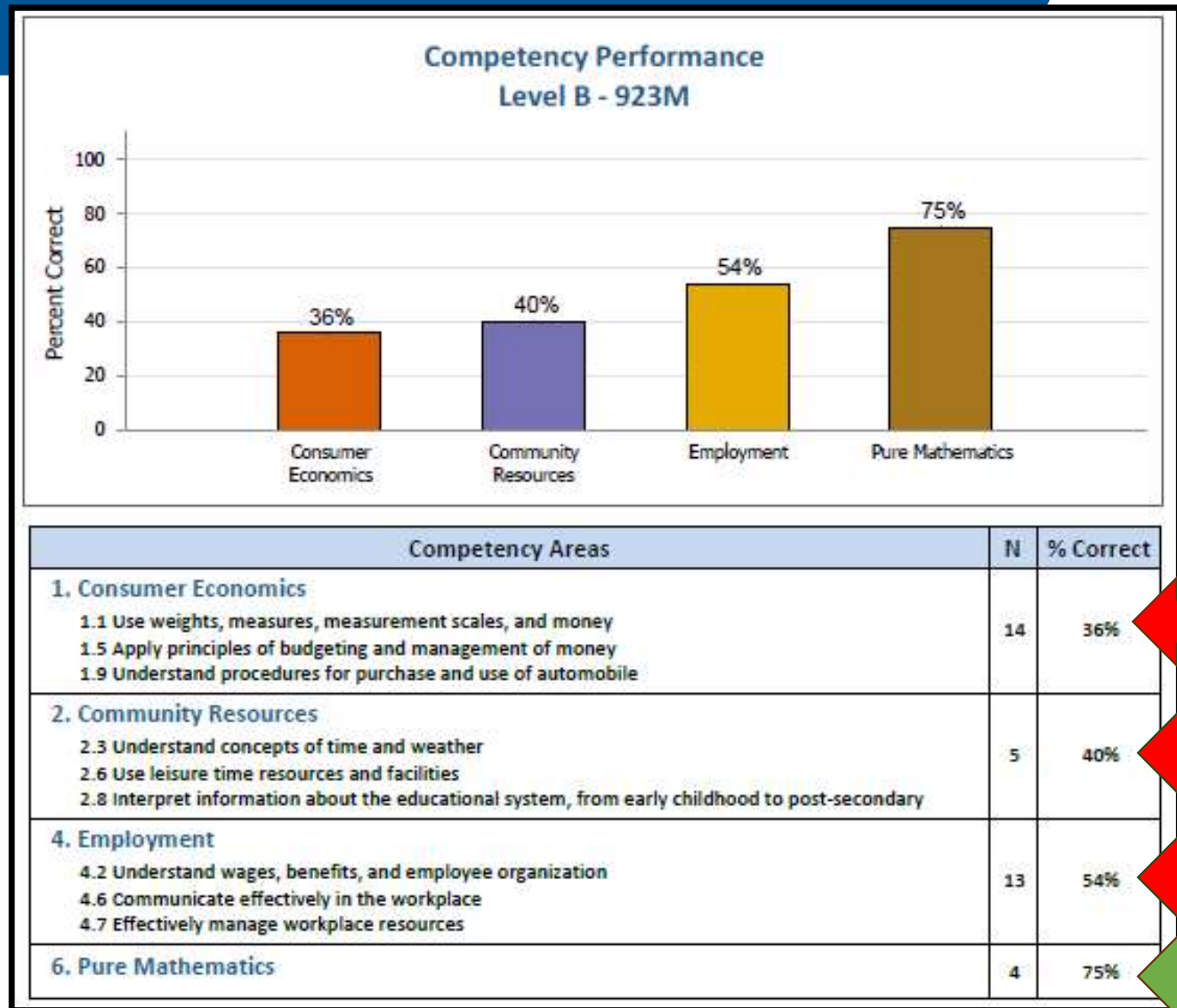
Don't forget
about the
CASAS
Competencies!
Same rules
apply!

Remember:

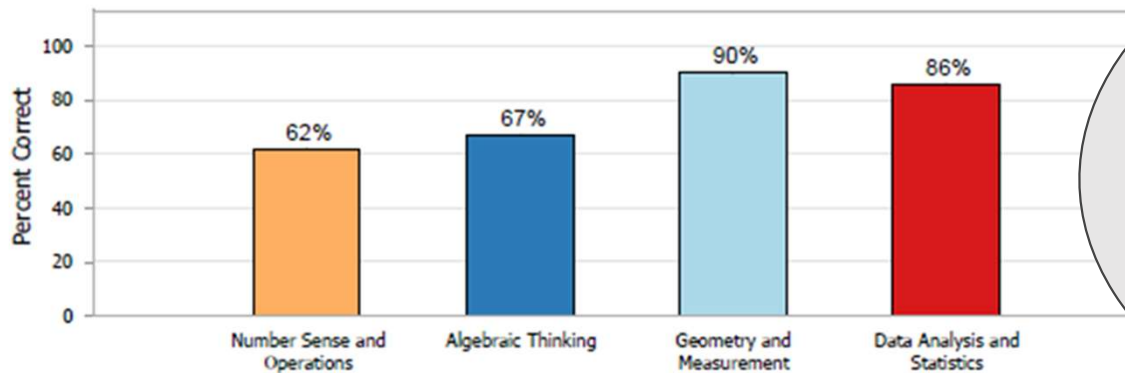
Red = **Review** at level

Green = **Go Up** a

level during
instruction



**Content Standard Performance
Level B - 923M**



College & Career Readiness Standards Math Content Areas	N	% Correct
Number Sense and Operations Understand place value for whole numbers and decimals Compute using the four operations Perform operations with whole numbers, decimals, and fractions	13	62 %
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Geometry and Measurement Solve perimeter and area problems Measure with non-standard and metric units, and convert within a given measurement system Solve measurement word problems, including with time and volumes	10	90 %
Data Analysis and Statistics Interpret simple data sets, bar graphs, line graphs, and histograms Solve one- and two-step problems using bar graphs Understand statistical variability concepts like center and spread	7	86 %

OK. In my lessons, I'll keep working on topics in **Number Sense and Operations** and **Algebraic Thinking** at Level 2. But I can also start focusing on higher level concepts related to **Geometry and Measurement** and **Data Analysis**.



ACTIVITY: Using Reports for Student Instruction

1. With your group, choose a Math GOALS 2 Report (or more than one if you wish!) and identify, then analyze an area your **student** needs to work on.
2. Identify what CCR Standard(s) you will work on, and at what NRS level. Use the PowerPoint slides as a guide.
3. Sketch out a math lesson or activity that you could use to help your student increase their mastery of the standard(s) you identified.
4. Share out!
 - Which report(s) did you choose to analyze?
 - Why did you choose the standards you did?
 - What task areas will you incorporate?
 - What materials will you need to support this activity?

STEPS:

Reading and Listening Assessments for ESL



Student Test of English Progress and Success

ESL Assessments - NRS Approved

Reading STEPS

Ready for use!

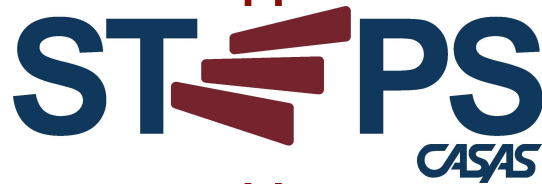
NRS-approved through
2030



Listening STEPS

Ready for use!

NRS-approved through
2030



ESL Assessments - NRS Approved

Life and Work Reading

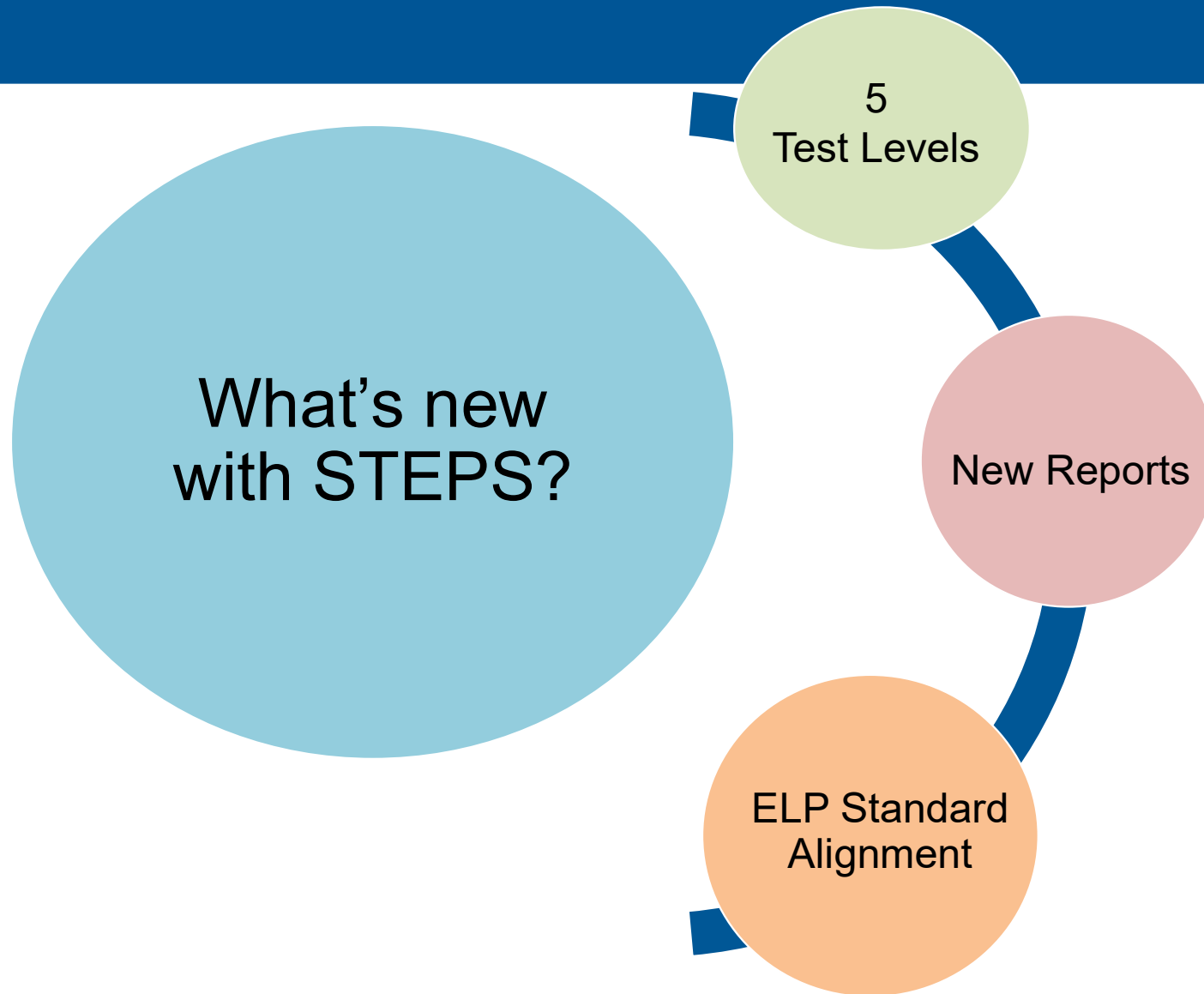
**80 series and
Forms 27/28, 513/514**

**Approved through
June 30, 2024**

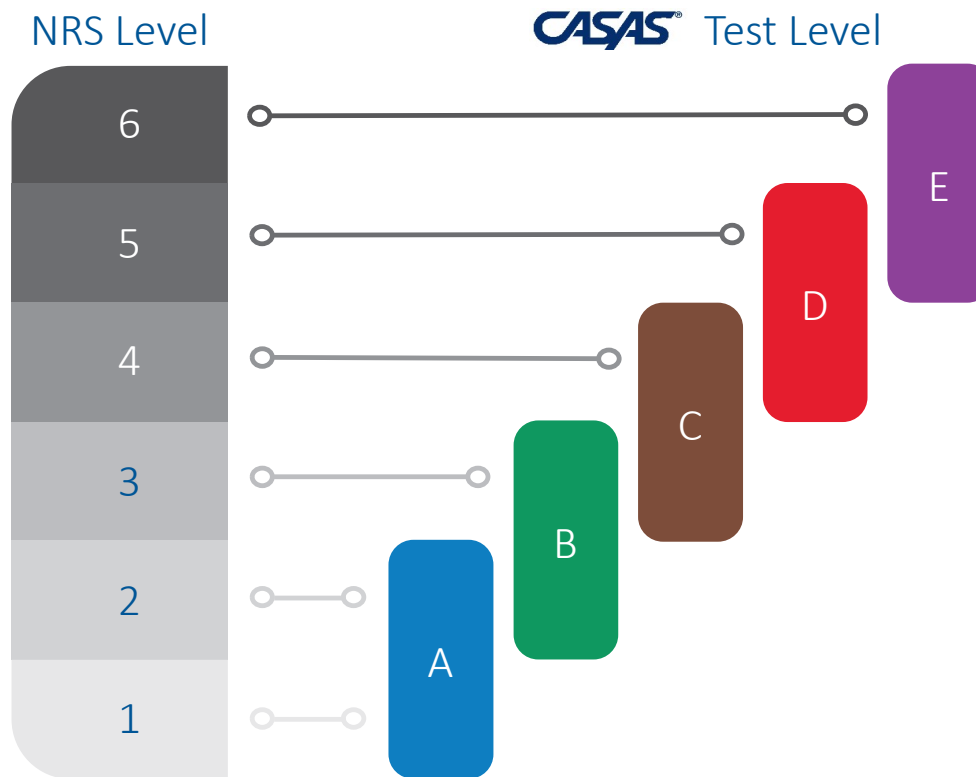
Life and Work Listening

980 series

**Approved through
June 30, 2024**



Levels Breakdown



Reading STEPS Test Specifics

Correlates to the [English Language Proficiency Standards](#) and to the [CASAS Competencies](#).

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	619R	28	30 minutes	
Locator	620R	14	15 minutes	
A	Forms 621R - 622R	33	30 minutes	160 - 196
B	Forms 623R - 624R	36	50 minutes	184 - 206
C	Forms 625R - 626R	36	75 minutes	197 - 216
D	Forms 627R - 628R	36	75 minutes	207 - 227
E	Forms 629R - 630R	36	75 minutes	217 - 251

What if I pre-tested my students with Life and Work Reading? Can I post-test with Reading STEPS?

No; pre-and post testing must always occur with in the same series for test reliability.

What does an asterisk (*) score mean?

This means that the student scored at the inaccurate range. It can't be reported to NRS, and the student should be tested in the next lower test form.

What if they get an asterisk score on Level A?

Place them in a low-level class for up to 12 hours of instruction before retesting.

NOTE: LEVEL A TEST BOOKLETS CAN BE USED AS A CONSUMABLE!

What about a diamond (◆) scores?

Conservative estimate scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.



Family Fitness Center

Physical Fitness Profile

Section 1
Name Barry Marooki Height 5' 8" Weight 240
Age 31 Occupation: construction

Section 2
What is your fitness goal? Check which applies:
☐ Overall fitness ☐ Cardiovascular improvement
☒ Weight loss ☐ Other

Section 3
Have you ever followed a physical fitness program? ☒ Yes No (circle one)
If yes, please explain: Played high school football.

Section 4
How much time do you have available to exercise on your own?
Minutes per day 30 ☒ 45 60 75 90
Days of the week ☒ SUN ☐ MON ☐ TUE ☒ WED ☐ THU ☐ FRI ☒ SAT
Time of day AM ☐ PM ☒

Section 5
Additional Information: I am interested in an exercise routine and techniques to help prevent pain and swelling in my knee, which I injured on a construction job three years ago.



Sent: 4-20
To: Elena Arias
From: Lamont Children's Medical Center
Subject: Appointment

This is to confirm your son Pedro's next monthly check-up on 4-30 at 1:30 p.m. He will see Dr. Chang. Dr. Cole is on vacation.

Date:

Green Outdoor Market
457 Washington Ave.
Brooklyn, NY 11238

Date: 3/30

Sold by: Lynette Morgan

Number	Item	Price	Total
1	dozen flowers (roses)	\$15	\$15
2	large tomato plants	\$6	\$12
5	small pots	\$4	\$20

Total (cash only) \$47

Signature Lynette Morgan

All sales are final. No returns.

TASK AREAS:

0 – General

1 – Forms

2 – Charts, Tables, Graphs

3 – Texts, emails, articles, narratives

4 – Signs, ads, and labels

5 – Diagrams and measurement scales

Listening STEPS Test Specifics

Correlates to the [English Language Proficiency Standards](#) and to the [CASAS Competencies](#).

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	619L	28	30 minutes	
Locator	620L	14	15 minutes	
A	Forms 621L - 622L	33	28 minutes	158 - 191
B	Forms 623L - 624L	36	45 minutes	182 - 201
C	Forms 625L - 626L	39	52 minutes	192 - 211
D	Forms 627L - 628L	39	56 minutes	202 - 221
E	Forms 629L - 630L	39	38 minutes	212 - 235

Listening STEPS FAQs

What if I pre-tested my students with Life and Work Listening? Can I post-test with Listening STEPS?

No; pre-and post testing must always occur with in the same series for test reliability.

How is Listening STEPS structured?

Three test item types: photo prompts, comprehension questions, and next-response questions. Level A requires a booklet; Levels B – E do not. For paper testing, audio is delivered via CD.

What does an asterisk (*) score mean?

This means that the student scored at the inaccurate range. It can't be reported to NRS, and the student should be tested in the next lower test form.

What if they get an asterisk score on Level A?

Place them in a low level class for up to 12 hours of instruction before retesting.

What about a diamond (♦) scores?

Pretest: CASAS recommends but does not require testing at a higher level. The score is NRS-reportable. If on a post-test, student can be retested at next highest level.



English Language Proficiency Standards (ELPS)

<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

With Correspondences to College and Career Readiness
Standards for English Language Arts and Literacy, and
Mathematical and Science Practices

October 2016



 AIR

The ELP Standards address the skills of the four areas of language acquisition (listening, speaking, reading, and writing) as well as the linguistic features of the English language.

- ❑ **Interpretive** refers to the learner's ability to process, understand, interpret, or engage with level-appropriate literary and informational written and spoken text to construct meaning
- ❑ **Productive** refers to the learner's ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning.
- ❑ **Interactive** refers to the learner's ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in, and transmitting meaning.

Table 4: English Language Proficiency Standards for Adult Education

ELP Anchor Standard 1	An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading and viewing.
ELP Anchor Standard 2	An ELL can participate in level appropriate oral and written exchanges of information, ideas and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
ELP Anchor Standard 3	An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
ELP Anchor Standard 4	An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.
ELP Anchor Standard 5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

ELP Anchor Standard 6	An ELL can analyze and critique the arguments of others orally and in writing.
ELP Anchor Standard 7	An ELL can adapt language choices to purpose, task and audience when speaking and writing.
ELP Anchor Standard 8	An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.
ELP Anchor Standard 9	An ELL can create clear and coherent level-appropriate speech and text.
ELP Anchor Standard 10	An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Figure 3. English Language Proficiency Standard 1 and Level 1–5 Descriptors

ELP Standard 1	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p>	<p>By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple spoken and written texts. 	<p>By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic in oral presentations and simple spoken and written texts • retell a few key details. 	<p>By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts • retell key details • answer questions about key details • explain how the theme is developed by specific details in texts • summarize part of a text. 	<p>By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text. 	<p>By the end of English language proficiency level 5, an ELL can... use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.









English Language Proficiency Standards (ELPs) Explained

by Kathryn Powell,
Harper College

ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS: *Explained*



An ELL can...

ELP 1  understand main ideas	construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
ELP 2  ask/answer questions	participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
ELP 3  talk/write about information	speak and write about level-appropriate complex literary and informational texts and topics.
ELP 4  support ideas	construct level-appropriate oral and written claims and support them with reasoning and evidence.
ELP 5  find information	conduct research and evaluate and communicate findings to answer questions or solve problems.
ELP 6  evaluate information	analyze and critique the arguments of others orally and in writing.
ELP 7  adapt language	adapt language choices to purpose, task, and audience when speaking and writing.
ELP 8  understand vocabulary	determine the meaning of words and phrases in oral presentations and literary and informational text.

New Reports for STEPS Series

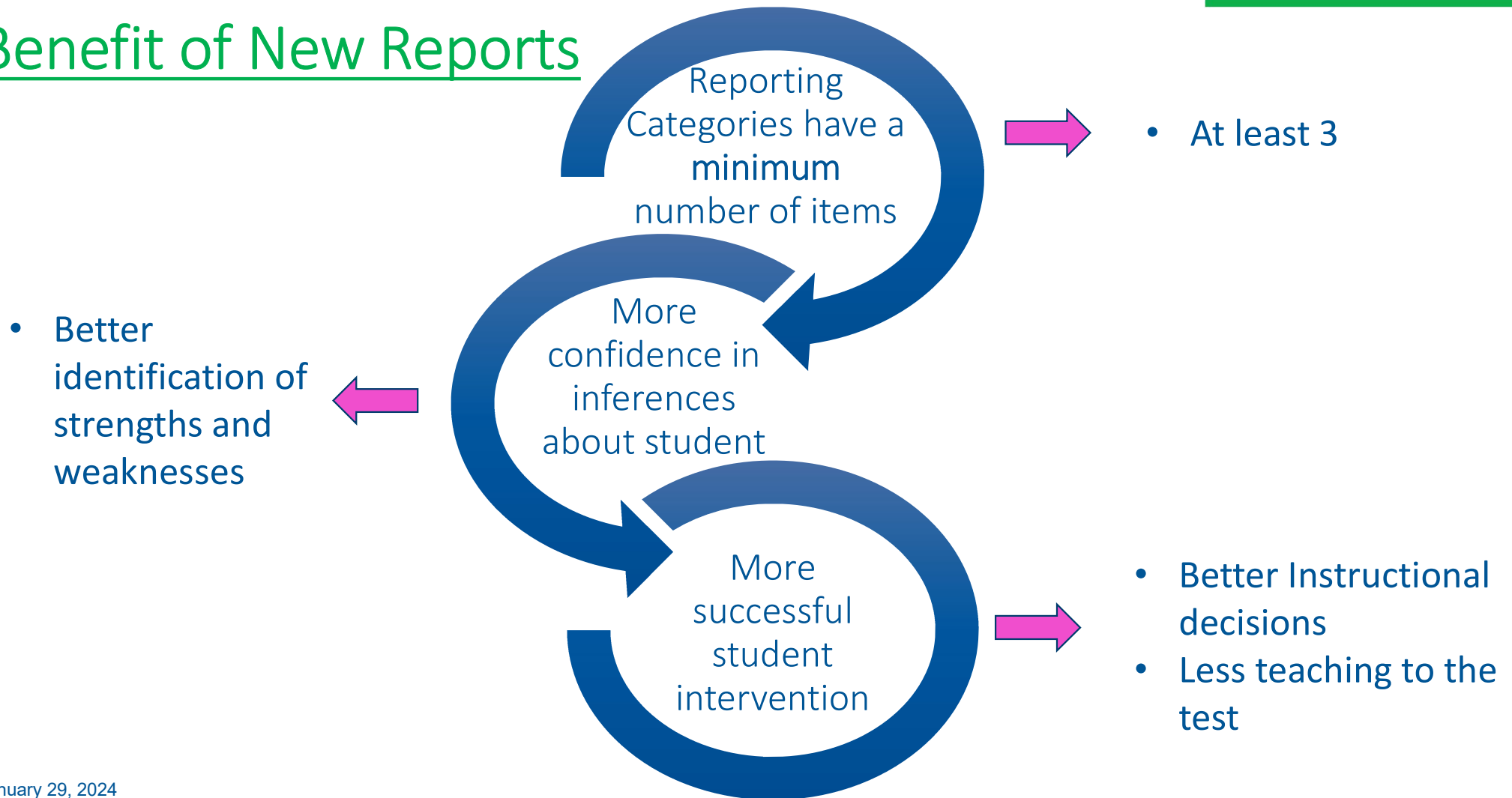


STEPS: Strengths of the New Test Series Reading and Listening Assessments for ESL

- More simplified reporting in TE
- TE menu organized by test series
- Fewer, more directed suggestions related to CASAS Competencies, CCRS, ELPS



Benefit of New Reports





1

Content Standard Report

Student
Class

2

Competency Report

Student
Class

3

Task Area Report

Student
Class

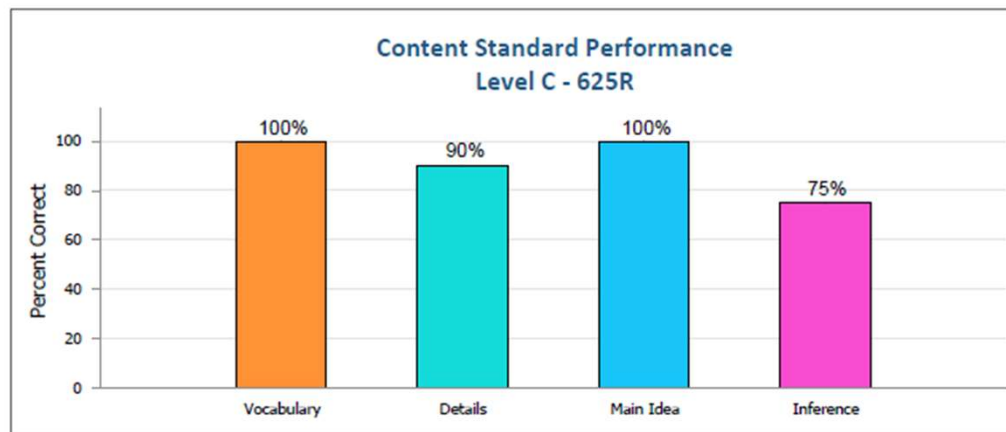


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Student Content Standard

Page 1 of 2
SCNA

Agency: [REDACTED] Form: 625R - Reading STEPS Level C
Site: [REDACTED] Level Scale: CASAS STEPS Reading
Class: N/A Form Level: C
Teacher: N/A Student: [REDACTED] [REDACTED]



Content Areas	ELP Standard	N	% Correct
Vocabulary Understand high-frequency words Understand academic vocabulary	8	6	100 %
Details Retell key details	1	21	90 %
Main Idea Identify the main topic Identify an author's purpose	1	5	100 %
Inference Infer/Draw conclusions	1	4	75 %



New ELP/NRS Content Standard Report – Reading STEPS

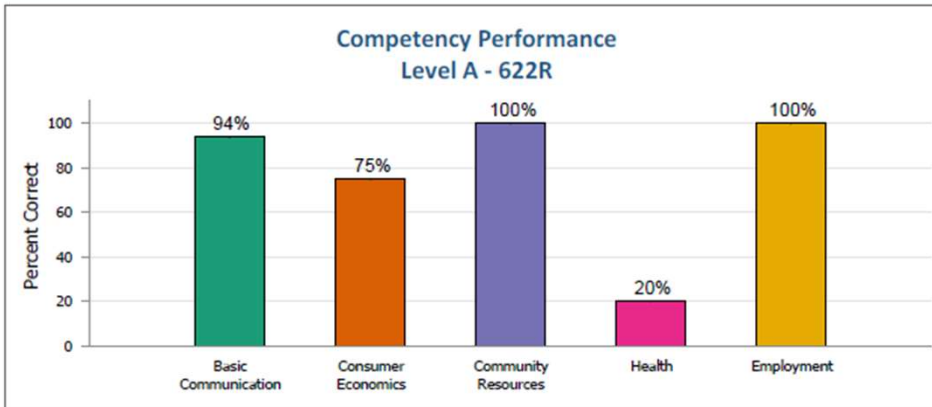


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16:41:35

Student Competency Area

Page 1 of 2
SCMA

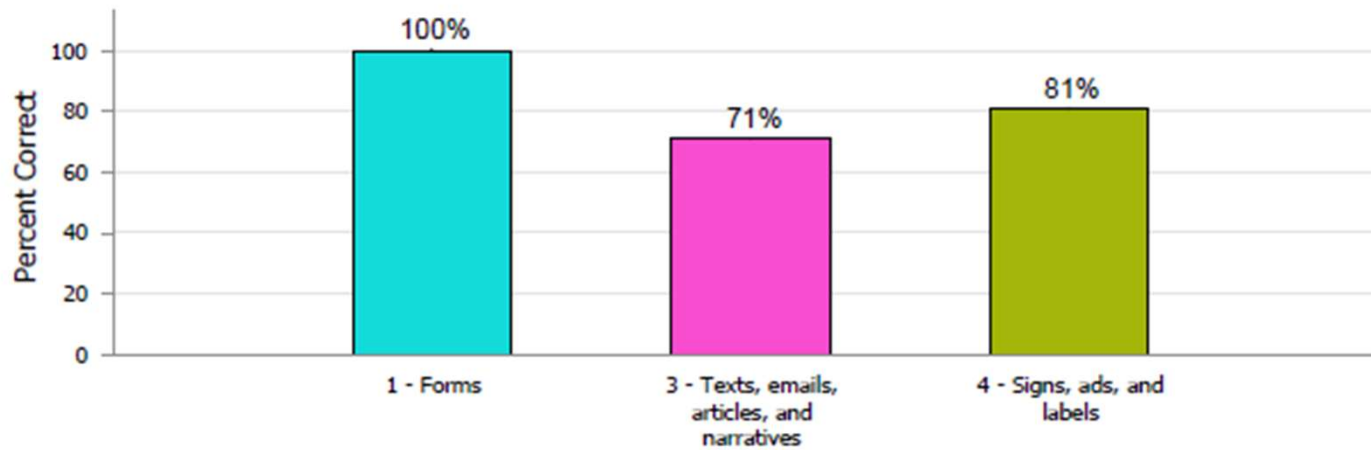
Agency:	[REDACTED]	Form:	622R - Reading STEPS Level A
Site:	[REDACTED]	Level Scale:	CASAS STEPS Reading
Class:	N/A	Form Level:	A
Teacher:	N/A	Student:	[REDACTED]



Competency Areas	N	% Correct
0. Basic Communication		
0.1 Communicate in interpersonal interactions	16	94%
0.2 Communicate regarding personal information		
1. Consumer Economics		
1.1 Use weights, measures, measurement scales, and money	4	75%
1.2 Apply principles of comparison shopping for goods & services		
2. Community Resources		
2.2 Understand how to locate and use transportation	5	100%
2.3 Understand concepts of time and weather		
3. Health		
3.1 Understand how to access and utilize the health care system	5	20%
3.2 Understand medical and dental forms and related information		
4. Employment		
4.1 Understand basic principles of getting a job	3	100%
4.6 Communicate effectively in the workplace		

New CASAS Competency Report – Reading STEPS

**Task Area Performance
Level A - 622R**



New Task Area Performance Report


—

Reading STEPS


Task Areas	N	% Correct
1 - Forms	5	100%
3 - Texts, emails, articles, and narratives	7	71%
4 - Signs, ads, and labels	21	81%

Student

Teacher

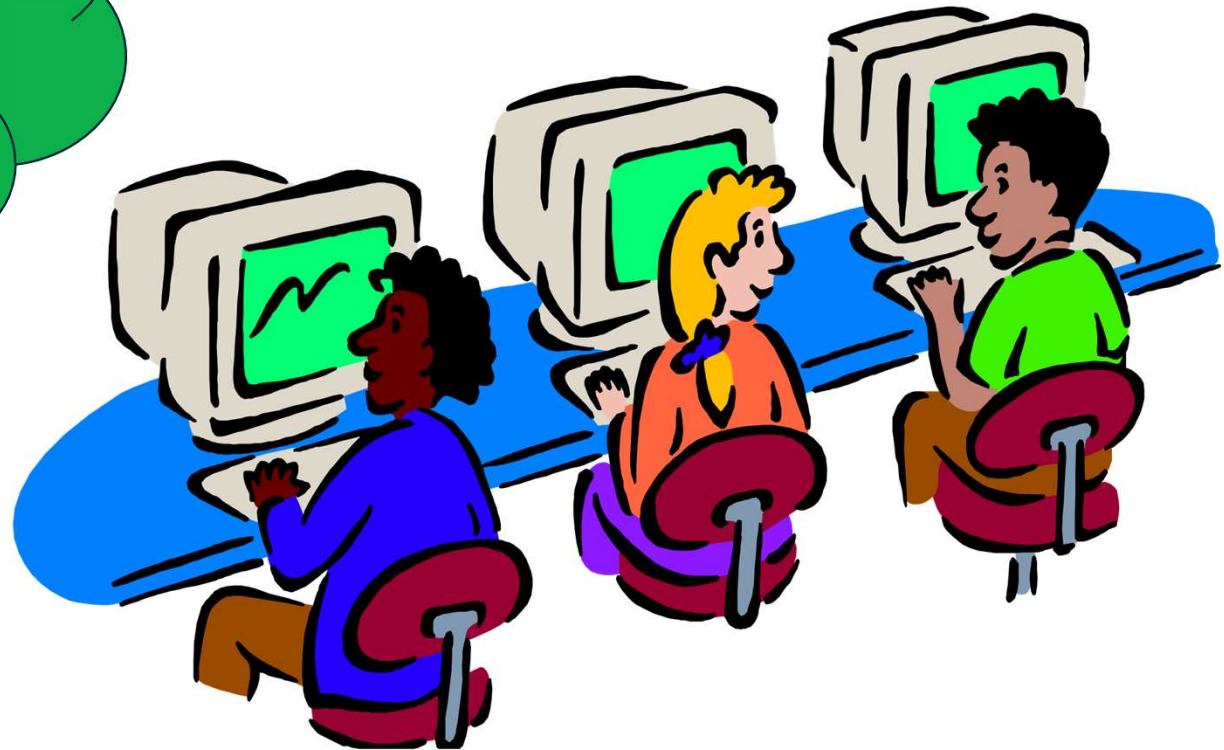


She said I have to take a test.
I'm really nervous!



Welcome, Jose!
We need to find out where your
strengths are, and what areas we
can help you improve. Come with
me to the computer lab.

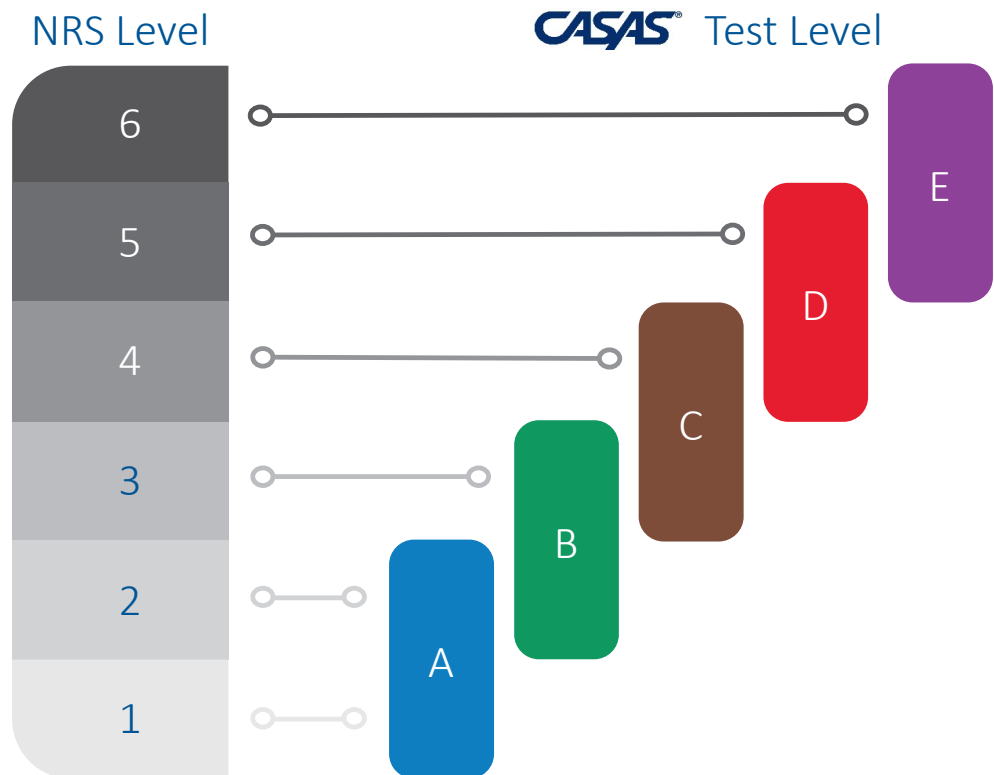
I need to get Jose set up to take a CASAS eTest. Since he's an ESL student, I'll give him the Reading STEPS. He's a new student so Locator first!




The Locator
placed him into a
Level C test.



Levels Breakdown



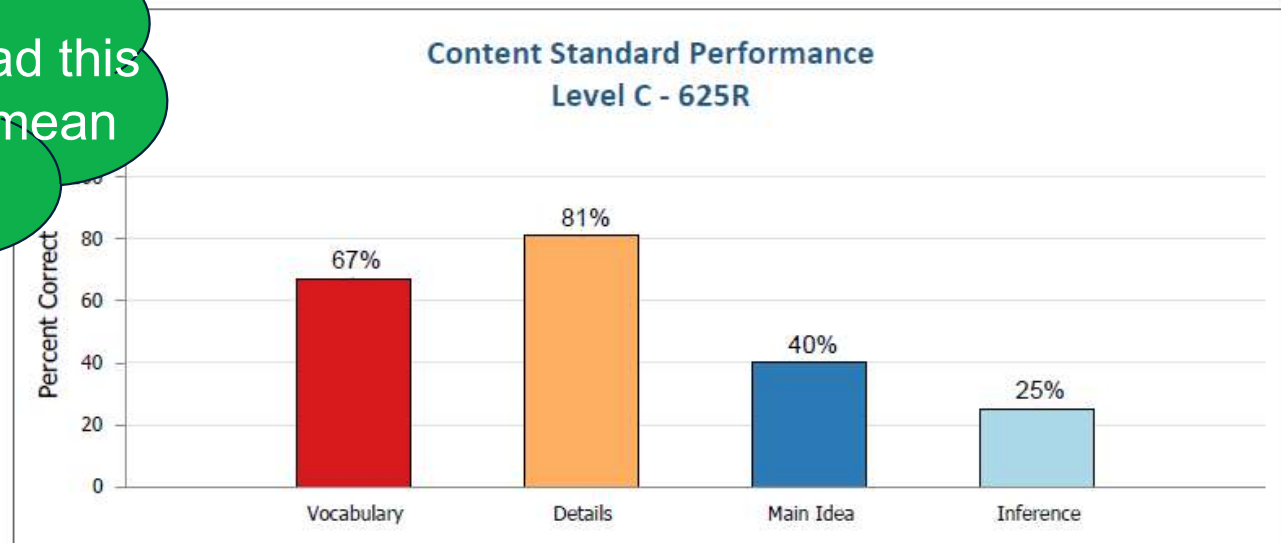


Whew!
Finished my test.
Now what?

The illustration shows a male student on the left with a backpack, looking towards a female teacher on the right. Between them is a desk with a computer monitor and an office chair. The teacher is holding a clipboard and a pen. Both characters have speech bubbles containing text.

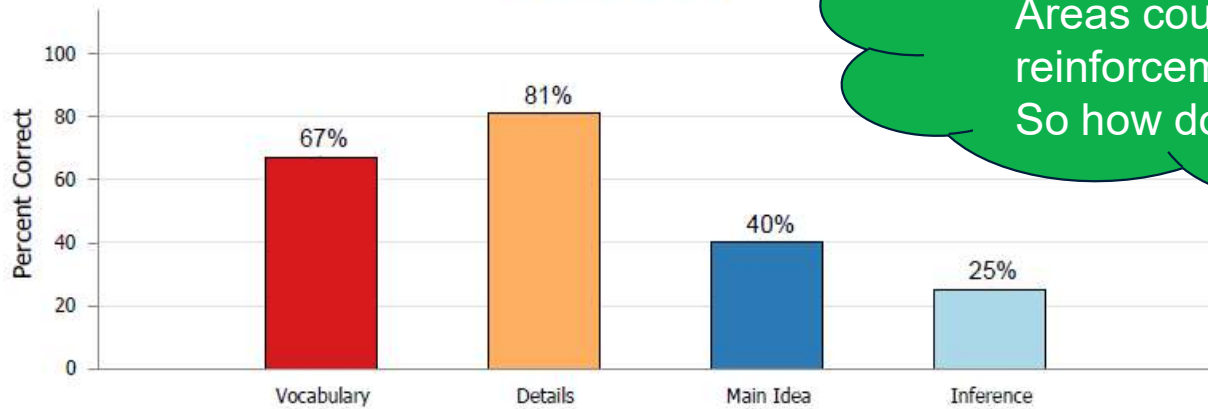
I'll take a look at the results
and when you come back
tomorrow, I'll share how you
did. The test will tell us where
your strengths are and what
skills we can help you
work on.

Oh boy... this looks different! How do I read this report? What does it mean for Jose's instruction?



English Language Proficiency Standards Reading Content Areas	ELP Standard	N	% Correct
Vocabulary Understand high-frequency words Understand academic vocabulary	8	6	67 %
Details Retell key details	1	21	81 %
Main Idea Identify the main topic Identify an author's purpose	1	5	40 %
Inference Infer/Draw conclusions	1	4	25 %

Content Standard Performance
Level C - 625R



Jose did well with “Details,” but it looks like the other Content Areas could use some extra reinforcement. So how do I help him?



English Language Proficiency Standards Reading Content Areas	ELP Standard	N	% Correct
Vocabulary Understand high-frequency words Understand academic vocabulary	8	6	67 %
Details Retell key details	1	21	81 %
Main Idea Identify the main topic Identify an author's purpose	1	5	40 %
Inference Infer/Draw conclusions	1	4	25 %

GREAT QUESTION!

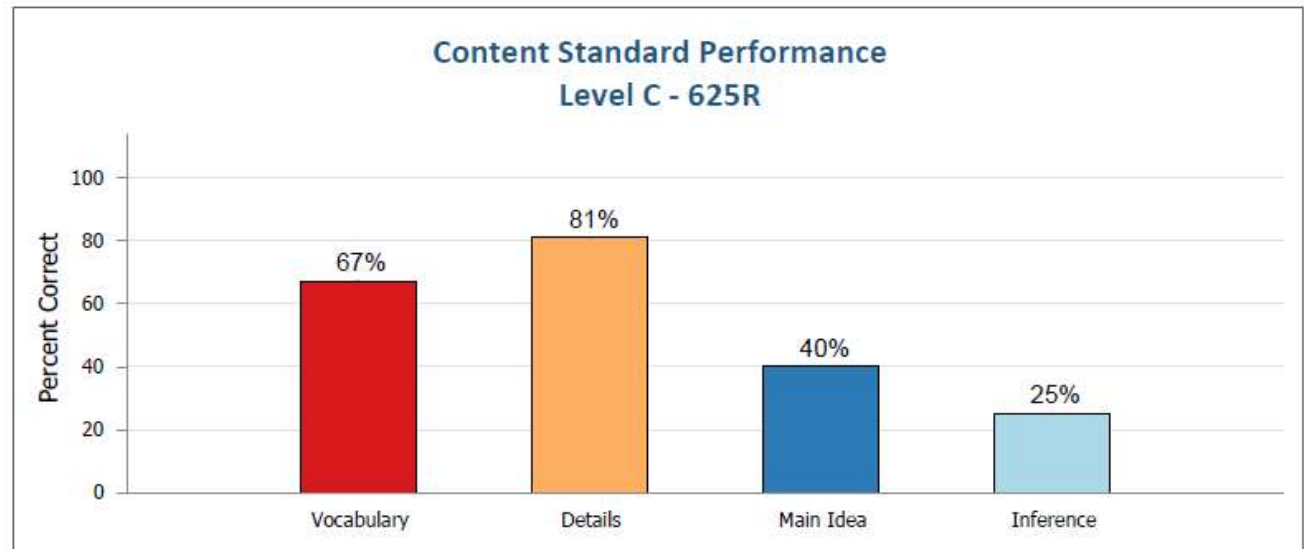
Use the report to help you decide:

1. What content/skill areas to **REVIEW** at the student's level.
2. What content/skill areas to **GO UP** a level during instruction.

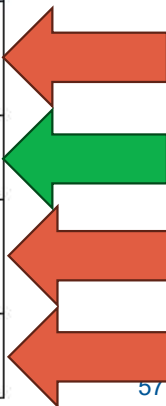
CASAS recommends having a student continue to review at their level if the % correct is **70% or below**

Remember:

Red = Review at level
Green = Go Up a level
 during instruction

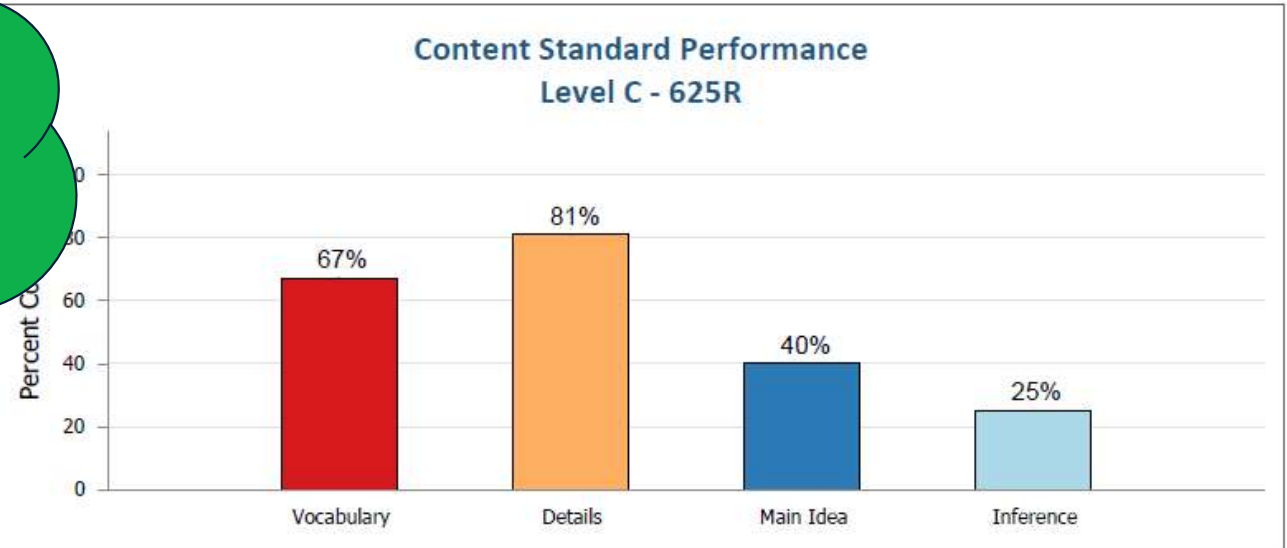


English Language Proficiency Standards Reading Content Areas	ELP Standard	N	% Correct
Vocabulary Understand high-frequency words Understand academic vocabulary	8	6	67 %
Details Retell key details	1	21	81 %
Main Idea Identify the main topic Identify an author's purpose	1	5	40 %
Inference Infer/Draw conclusions	1	4	25 %

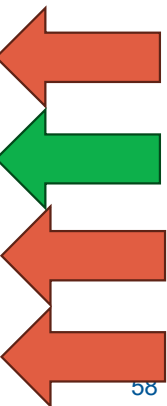


Got it.
So, I'll have Jose review
Vocabulary, Main idea
concepts, and **Inferences** at
NRS 3.

But let's start **practicing reading**
texts and **retelling key details** at
NRS 4.



English Language Proficiency Standards Reading Content Areas	ELP Standard	N	% Correct
Vocabulary Understand high-frequency words Understand academic vocabulary	8	6	67 %
Details Retell key details	1	21	81 %
Main Idea Identify the main topic Identify an author's purpose	1	5	40 %
Inference Infer/Draw conclusions	1	4	25 %





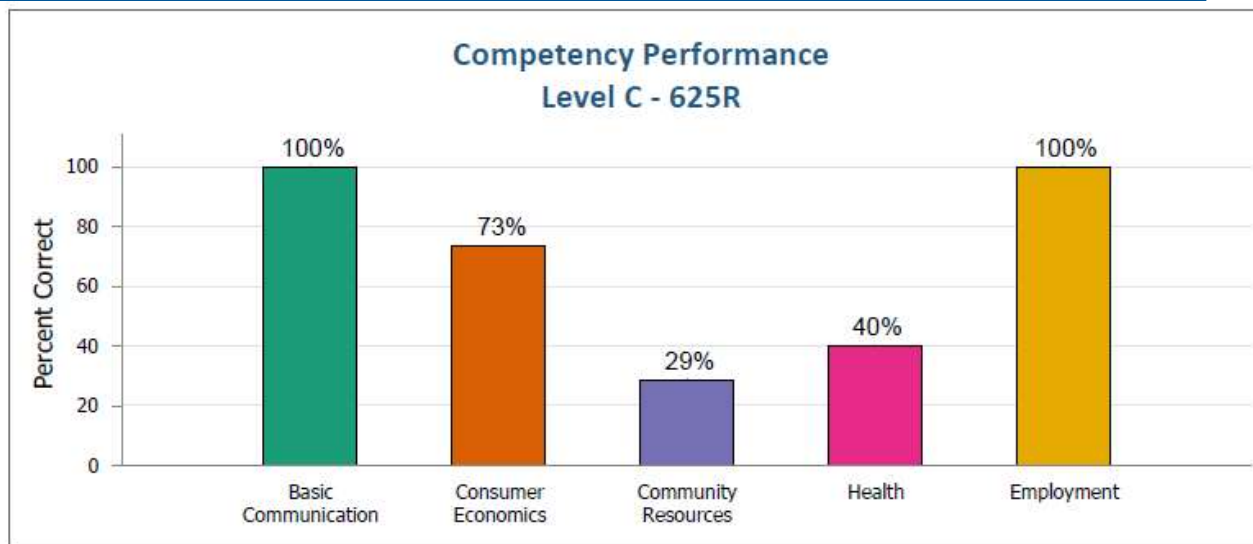
Don't forget
about the
CASAS
Competencies!
Same rules
apply!

Remember:

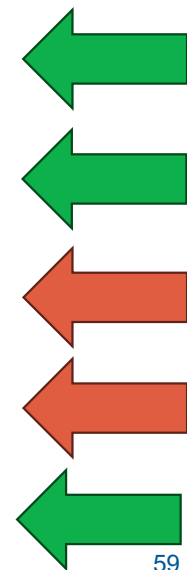
Red = **Review** at level

Green = **Go Up** a

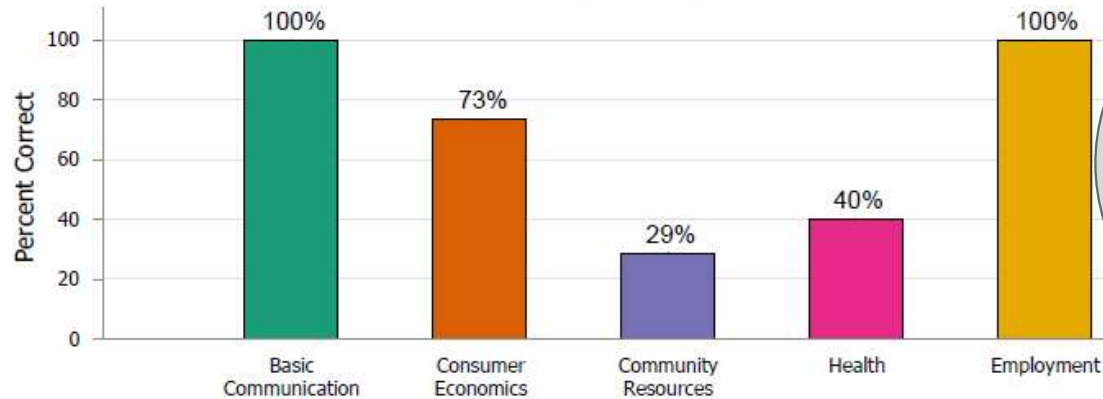
level during
instruction



Competency Areas	N	% Correct
0. Basic Communication 0.1 Communicate in interpersonal interactions	4	100%
1. Consumer Economics 1.1 Use weights, measures, measurement scales, and money 1.3 Understand methods and procedures to buy goods & services 1.4 Understand methods and procedures to obtain housing	15	73%
2. Community Resources 2.7 Understand aspects of society and culture 2.8 Interpret information about the educational system, from early childhood to post-secondary	7	29%
3. Health 3.1 Understand how to access and utilize the health care system 3.5 Understand basic principles of health maintenance	5	40%
4. Employment 4.2 Understand wages, benefits, and employee organization 4.6 Communicate effectively in the workplace	5	100%

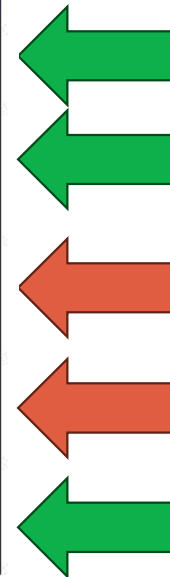


Competency Performance Level C - 625R



OK. In my lessons, I'll keep working on vocabulary and topics in **Community Resources** and **Health** at NRS 3. But I can also start focusing on higher level vocabulary and syntax related to **Basic Communication**, **Consumer Economics**, and **Employment** at NRS 4.

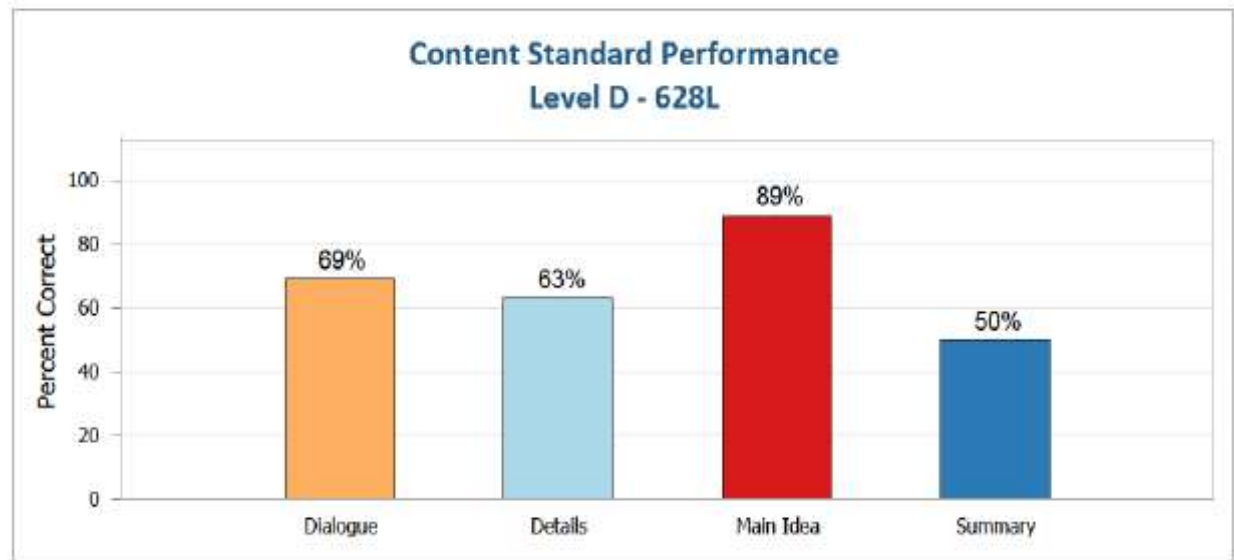
Competency Areas	N	% Correct
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4. Employment 4.2 Understand wages, benefits, and employee organization 4.6 Communicate effectively in the workplace	5	100%



CASAS recommends having a student continue to review at their level if the % correct is **70% or below**

Remember:

Red = Review at level
Green = Go Up a level
 during instruction



English Language Proficiency Standards Listening Content Areas	ELP Standard	N	% Correct
Dialogue Continue the conversation	2	16	69 %
Details Retell key details	1	8	63 %
Main Idea Identify the main topic	1	9	89 %
Summary Summarize	1	6	50 %

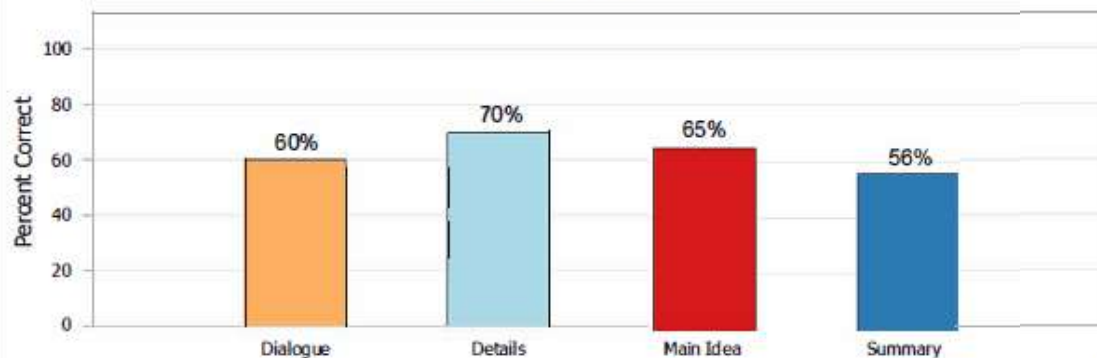


Content Area Summary

by Class

Agency:		Form:	628L - Listening STEPS Level D
Site:		Level Scale:	CASAS STEPS Listening
Class:	N/A	Form Level:	D
Teacher:	N/A	Total tests:	25

Content Performance
Level D - 628L



English Language Proficiency Standards Listening Content Areas	ELP Standard	N	% Correct
Dialogue Continue the conversation	2	400	60 %
Details Retell key details	1	200	70 %
Main Idea Identify the main topic	1	225	65 %
Summary Summarize	1	150	56 %

You're the teacher!
What kinds of
lessons/activities
would you plan for
this class?



ACTIVITY: Using Reports for Student Instruction

1. Before meeting, generate a variety of reports by both student and class.
2. With your group, choose a Reading STEPS, Listening STEPS, or Math GOALS 2 Report (or one for each if you wish!) and identify, then analyze an area your student needs to work on. (If you are not yet using these series, you can generate reports from the Rolling Hills Database)
3. Identify what standard(s) you will work on, and at what level. Use the PowerPoint slides as a guide.
4. Sketch out an activity that you could use to help your student increase their mastery of those skills/standards.
5. Share out!
 - Which report(s) did you choose to analyze?
 - Why did you choose the standards you did?
 - What task areas will you incorporate?
 - What materials will you need to support this activity?

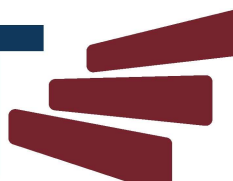


So what does this mean for your program and instruction?

IT IS **CRUCIAL** THAT CLASSROOM TEACHERS HAVE ACCESS TO THE REPORTS! SHARE THEM! MAKE SURE THEY UNDERSTAND HOW TO READ THEM! Share at staff meetings, PD sessions, etc.

ELP standards must be an integral part of curriculum at all levels

GOALS 2
CASAS®

ST  PS
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